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## TFU P.2 ASSESSMENT TOOL

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This tool is used to measure proficiency for both English and Mathematics for children in grade Two. The tool provides sample questions that check for proficiency in the two areas as guided by the National Curriculum Guide for Primary 2. It contains the competence required and how it can be measured.

### **Guidelines to using the tool.**

#### **Probing and Repeating**

Probing and repeating are critical components of administering this tool, but it is important to clearly understand when and how much is appropriate. Too little probing/repeating might bias results towards an incorrect response. A child could have known the answer but not understood the question or responded to the wrong question. Too much probing/repeating might bias results towards a correct response. A child who receives many opportunities to respond may be helped by the extra chances.

Probing should be used to clarify your understanding of a child's response. We probe to make sure we clearly understand the child and their intended response.

You may repeat each question ONCE for the child. You may repeat a question for the reasons listed below. Wait for **5 seconds** before repeating any question. This is important to standardize the way the assessment is administered and to allow children the necessary time to think and respond.

- 1) the child does not respond or looks confused,
- 2) the child demonstrates that they have misunderstood the question by giving a response to a different question or by talking about something irrelevant or
- 3) child requests for the question to be repeated.

#### **When not to repeat or probe?**

- 1) DO NOT repeat a question after a child has provided an incorrect response, appropriate for the question. If the response is relevant to the question but is incorrect, accept the response and score appropriately.

- 2) DO NOT repeat or probe if you have already repeated or probed once and have waited the 5 seconds for the child to respond. It is very tempting to continue repeating a question and rephrasing it in different ways to help the child with the response, but this poses a big problem for standardizing an assessment because it gives unequal advantage to different children

### **Administering the tool**

During an assessment, the enumerator scores the child's response and does not provide answers or explanations about the task. The structure of the practice questions is as follows:

- Provide the instructions for the question and ask the question.
- Wait for the child to respond.
- If the child responds correctly, acknowledge that the response was correct and repeat the correct response.
- If the child does not respond or responds incorrectly, provide positive encouragement and then provide the correct response for the child and explain why.
- Stay friendly to the child as you administer the tool.

### **Scoring:**

- It is very important to score as you administer each question, if you wait to score at the end, there are high chances that you may forget the learner's responses.
- At the end of the assessment, make time while you are still with the child to check your entire scoresheet and ensure that no responses were omitted.
- If a child corrects themselves while still focused on the item, record the response as correct.



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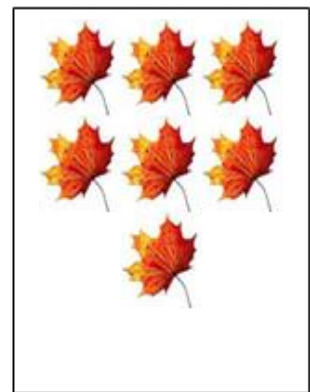
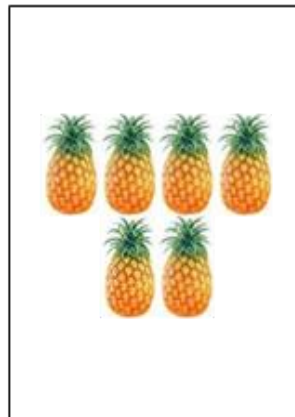
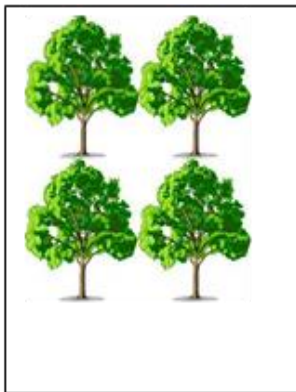
Grading for mathematics	
Level Grading	Grading
Counting 1 – 9	<ul style="list-style-type: none"> <li>● If the child can count at least 4 out of any 5 symbols, take the child to numbers 10-99</li> <li>● If the child cannot count 4 symbols correctly, mark the child as “nothing”</li> </ul>
Number recognition from 10-99	<ul style="list-style-type: none"> <li>● If the child can recognize at least 4 out of any five numbers, take the child to numbers 100-999</li> <li>● If the child cannot recognise 4 numbers correctly, mark the child as “counting 1-9”</li> </ul>
Number recognition from 100-999	<ul style="list-style-type: none"> <li>● If the child can recognize at least 4 out of any five numbers, mark the child as “can do” - take the child to number place values and then addition</li> <li>● If the child cannot recognise 4 numbers correctly, mark the child as “can’t do” - take the child to number place values and then addition</li> </ul>
Place value	<ul style="list-style-type: none"> <li>● The child places all given numbers in their correct place value, mark as “can do” – take the child to addition</li> <li>● The child cannot places all given numbers in their correct place value, mark as “can’t do” – take the child to addition</li> </ul>
Addition	<ul style="list-style-type: none"> <li>● If the child attempts any 3 and 2 are correct, take the child to Subtraction.</li> <li>● If the child cannot get 2 sums correctly, mark child as “number recognition 10-99”. – end of maths test</li> </ul>
Subtraction	<ul style="list-style-type: none"> <li>● If the child attempts any 3 and 2 are correct, take the child to multiplication.</li> <li>● If the child cannot get 2 sums correctly, mark child as “Addition”. – end of maths test</li> </ul>
Multiplication	<ul style="list-style-type: none"> <li>● If the child attempts any 3 and 2 are correct, take the child to Division.</li> <li>● If the child cannot get 2 sums correctly, mark child as “Subtraction”. – end of maths test</li> </ul>
Division	<ul style="list-style-type: none"> <li>● If the child attempts any 3 and 2 are correct, mark child as “Division”</li> </ul>

	<ul style="list-style-type: none"><li>• If the child cannot get 2 sums correctly, mark child as “Multiplication”. – end of maths test</li></ul>
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**Assessment tool 1: Numeracy Questions;**

**Counting: How many members are there in each set?**

**(Should attempt any 5, at least 4 must be correct)**



**Number recognition 10 to 99.***(Should attempt any 5, at least 4 must be correct)*

23	12	30
15	33	24
17	43	22

**Number recognition 100 - 999 (Should attempt any 5, at least 4 must be correct)**

234	890	214
521	367	875
654	500	920
302	345	412



**Place Value.**

Should attempt all and answer at least 3 correctly

<b>Number</b>	<b>Hundreds</b>	<b>Tens</b>	<b>Ones</b>
<b>4<u>6</u></b>			
<b><u>1</u>23</b>			
<b>32<u>6</u></b>			
<b><u>6</u>7</b>			
<b>8<u>7</u>6</b>			



**Adding** (Should attempt any 3 and 2 must be correct)

$$\begin{array}{r} 22 \\ + \\ 44 \\ \hline \end{array}$$

\_\_\_\_\_

$$\begin{array}{r} 65 \\ + \\ 23 \\ \hline \end{array}$$

\_\_\_\_\_

$$\begin{array}{r} 35 \\ + \\ 22 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ + \\ 54 \\ \hline \end{array}$$

\_\_\_\_\_

$$\begin{array}{r} 71 \\ + \\ 16 \\ \hline \end{array}$$

\_\_\_\_\_

$$\begin{array}{r} 11 \\ + \\ 14 \\ \hline \end{array}$$

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$$\begin{array}{r} 54 \\ + \\ 32 \\ \hline \\ \hline \end{array}$$

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$$\begin{array}{r} 27 \\ + \\ 12 \\ \hline \\ \hline \end{array}$$

### Subtraction

Subtracting (2-digit numbers without carrying forward) (Should attempt any 3 and 2 must be correct)

$$\begin{array}{r} 88 \\ - \\ 73 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 74 \\ - \\ 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 44 \\ - \\ 22 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ - \\ 12 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ - \\ 14 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 89 \\ - \\ 47 \\ \hline \\ \hline \end{array}$$

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5 6

6 7

-

-

1 5

3 2

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Multiplication** (Should attempt any 3 and 2 must be correct)

$2 \times 2 = \underline{\quad}$

$4 \times 3 = \underline{\quad}$

$3 \times 2 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$6 \times 3 = \underline{\quad}$

$7 \times 2 = \underline{\quad}$

$10 \times 1 = \underline{\quad}$

$8 \times 3 = \underline{\quad}$

**Division** (Should attempt any 3 and 2 must be correct)

$12 \div 2 = \underline{\quad}$

$8 \div 2 = \underline{\quad}$

$22 \div 2 = \underline{\quad}$

$48 \div 2 = \underline{\quad}$

$6 \div 2 = \underline{\quad}$

$30 \div 2 = \underline{\quad}$

$16 \div 2 = \underline{\quad}$

$52 \div 2 = \underline{\quad}$

### Assessment Tool 2: Literacy

Level	Grading
Letter identification level	<ul style="list-style-type: none"> <li>• If the child can identify 4 out of 5 letters correctly, take child to word level.</li> <li>• If the child can only recognize 3 letters or less, grade child as “nonreaders”. – End of English test</li> </ul>
Word level	<ul style="list-style-type: none"> <li>• If a child can read with ease at least 4 out of 5 words, take child to paragraph level.</li> <li>• If they can only read 3 or less words, grade child at “letter”. – End of English test</li> </ul>
Paragraph level	<ul style="list-style-type: none"> <li>• If the child can read any three of the sentences as a complete sentence (does not stop frequently or does not read the sentence as a string of words), take child to story level</li> <li>• If they are hesitant in the reading, grade child at “word” – End of English test</li> </ul>
Story level	<ul style="list-style-type: none"> <li>• If the child can read with ease, fluency and the sentences as a long text (does not stop frequently or does not read the sentence as a string of words), ask the child the comprehension questions</li> <li>• If they are hesitant in the reading, grade the child at “paragraph” – end of English test</li> </ul>

Level	Grading
Comprehension	<ul style="list-style-type: none"><li>• If the child get 1 question correctly, mark as “comprehension”</li><li>• If the child cannot correctly answer 1 question, grade child at “story” – End of English test</li></ul>

**Letter Identification Level: (A child Should attempt any 5 and at least 4 must be correct)**

<b>e</b>	<b>t</b>	<b>a</b>	<b>n</b>	<b>i</b>
<b>o</b>	<b>s</b>	<b>h</b>	<b>r</b>	<b>d</b>
<b>l</b>	<b>c</b>	<b>u</b>	<b>m</b>	<b>f</b>



<b>g</b>	<b>w</b>	<b>b</b>	<b>y</b>	<b>p</b>
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**Word Level: Read 3 letter words** (Should read at least 5 words, 4 must be correct)

roof

name

dog

cake

sail

time

bus

the

goat

rat

nest

same

**Paragraph Level; Can read simple sentences** (Should read at least 3 sentences correctly)

Sam wants to eat food.

Tom is my son.

Her name is Jane.

The cat is playing.

Mom is cooking food.

I am in primary two.

Dina and Dora are sisters.

They live with their aunt.

**Story Level:**

**Mr. Babu the farmer**

My father is Mr. Babu. He is a farmer. He grows bananas and beans. My Mother is Mrs Nusula Babu. She sells maize in the market. Children in our school like her maize. They always buy it all.

## Questions

1. What crops does Mr. Babu grow?
2. Where does Mrs. Nusula Babu take her maize to sell?